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ABSTRACT

Beginning in the 1979-80 school year, a long-term staff development project was organized and implemented at Beaverton High School (Oregon). Project goals were to help teachers increase their sense of efficacy by: (1) acquiring and applying skills that would increase their competence in the planning and delivery of instruction; (2) increasing their skills in analysis of instruction within their own classroom; and (3) increasing their skills in analysis of instruction in their peers' classrooms. The basic instructional model used, Instructional Theory into Practice, involves a two-step process which includes training sessions and classroom application. The three components of classroom application are: (1) classroom practice and observation; (2) collegial conferencing; and (3) mastery videotapes. The project, which began in one high school, expanded to include two more in its second year of operation. During the third, fourth, and fifth year of operation, the project expanded to include a full repertoire of workshops for interested staff (the program is voluntary). Teachers have continued collegial work, and a mastery videotaping activity has been instituted for advanced teachers. (JMK)

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BEAVERTON HIGH SCHOOL
STAFF DEVELOPMENT PROJECT:
A FIVE-YEAR STUDY
SPRING, 1984

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FORWARD

As we develop a summary of our five-year staff development project, we continue to be struck by the visible improvement in the quality of instruction at Beaverton High School. On a daily basis, teachers remind us of the value of their involvement in our Instructional Theory into Practice Model.

This particular project has provided us with the foundation from which staff development at Beaverton High School will continue to grow and develop. From this foundation, the staff development program can and will branch in a variety of directions which move us toward instructional excellence.

Having had the opportunity to involve ourselves in this experience, we have gained immeasurable skills in planning, organization, implementation, and evaluation that we will continue to use. One intent we have in the development of this document is to provide others with data that can be used to develop a successful staff development project.

Beginning in the 1979-80 school year, a long-term staff development project was organized and implemented at Beaverton High School.

We designed a project that addressed the need for and the importance of teachers developing and improving skills of critically analyzing their teaching. Within this project the following program goals and objectives were established:

PROGRAM GOALS

Teachers will increase their sense of efficacy by (1) acquiring and applying skills which will increase their competence in the planning and delivery of instruction, (2) increasing their skills in the analysis of instruction within their own classroom, (3) increasing their skills in the analysis of instruction of their peers' classrooms.

Specific Teacher Objectives

- the ability to formulate an objective
- the ability to teach to a specific objective, using relevant teacher behaviors
- the ability to apply the following principles of learning in planning and delivery of instruction:

anticipatory set	a process where the learner is brought from a prior learning to focus on the current learning
closure	the opportunity for the learners to summarize what they have learned
active participation	the consistent engagement of the learner's mind with that which is to be learned
motivation	the teacher actions which enhance the intent/desire of the student to learn
reinforcement	teacher actions which modify unacceptable student behaviors and encourage acceptable behaviors
retention	teacher actions which aid students to internalize at various cognitive levels

- the ability to select an objective at the correct level of difficulty for students
- the ability to monitor student behavior and make necessary adjustments within a lesson

- the ability to prepare a task analysis which includes entry level, enabling, and terminal skills for a unit of instruction
- the ability to incorporate Bloom's Taxonomy into the development of objectives for a unit
- the ability to apply a specific element of instruction within a classroom setting and receive feedback on its use
- the ability to record, label and provide feedback to a colleague on an element of instruction
- the ability to consistently apply knowledge of a specific element of instruction through development of a mastery videotape

HISTORY AND DEVELOPMENT OF ITIP PROJECT: 1979-84

1979-80

During the 1979-80 school, year we began our staff development project. In the beginning, we functioned in what could be termed an "exploration" stage. Susan Eilertsen, our curriculum vice principal, had attended a lecture series by Dr. Madeline Hunter who was the principal at the University Elementary School of U.C.L.A. She was impressed with Dr. Hunter's work and had heard of the success of districts which had become involved in training teachers to utilize her "Theory into Practice" research to improve their instruction. After reading publications by Dr. Hunter, she decided to have Linda Jessell, the staff development specialist, begin examining the feasibility of utilizing Dr. Hunter's method as our staff development model.

We visited the U.C.L.A. Lab School, met Dr. Hunter, and saw her research in action. We attended lectures and work sessions, which were followed by direct observations of classrooms at the Lab School. When we returned to Beaverton from this visitation, we made the decision to begin the first step in our staff development project. In the spring of 1980, a volunteer group of 15 teachers was selected to receive training in Hunter's Theory into Practice, ultimately called Instructional Theory into Practice (ITIP).

When we spoke with Dr. Hunter during our visitation to the Lab School, she recommended that we contact the coordinator of staff development for the Long Beach School District. His staff development work had centered on secondary teachers. Consequently, we contacted Ernie Stachowski and arranged for him to conduct our first two-day "Beginning ITIP" workshop. He returned that summer to complete a follow-up workshop. Both were successful.

In the period between the two-day and summer workshop we began our second step. Linda Jessell taught a small group of volunteer teachers the material from the two-day spring session. We gradually began to accept the responsibility for teaching ITIP ourselves. This pattern remains consistent in the ITIP project to date.

Two decisions have affected the development of our project. First, our building principal, Bob Kremer, determined that this project would remain voluntary in nature. Subsequently, only teachers interested in furthering their knowledge of these essential instructional skills have been in attendance in ITIP workshops. It should be noted that currently we still have waiting lists for sessions which we offer and that we have trained 90% of our staff. The effect has been a "snowball" with teachers who have participated in ITIP telling others who then, in turn, request to participate.

Secondly, we decided to train our supervisory staff in clinical supervision. As a result of this course work, we found that we were able to refine our skills particularly in the areas of observing and conferencing. This prepared us to implement the follow-up component of the project. As the program began to grow, this became equally, if not more, significant than the training sessions themselves. Specifically, with the newly acquired skills in observing and conferencing, the supervisors were able to reinforce and modify instructional behaviors in classroom teachers.

In summary, during the 1979-80 school year, we made three significant decisions: 1) we accepted the responsibility for gradually preparing ourselves to design and teach the workshops ourselves, 2) we implemented a continuous and comprehensive follow-up component for teachers who have been through the training; and 3) we constructed a

system within which those involved in supervision and training of teachers continued to receive feedback on the effectiveness of their skills.

1980-81

During the second year of the project, the three Beaverton district high schools joined together to conduct the first comprehensive "Beginning ITIP" workshop. In preparation, we hired a consultant to assist us in the development of the workshop and to provide us with feedback on our instructional skills prior to the actual presentation. The workshop was successful, and teachers were receptive to the instructional theory.

1981-82

The year 1981-82 proved to be successful as we designed our first Beaverton High School "Beginning ITIP" workshop. A trainer, John Madison, assisted in presentation within the workshop and follow-up from this point on. During this workshop, we videotaped our teaching segments, and in January we utilized a consultant to review the videotapes and conference with us regarding our instructional effectiveness. Our second "Beginning ITIP" workshop brought even more positive results. Following each workshop, we were able to measure the success of the workshop by observing the classroom application of the workshop principles by the participants.

We refined our expertise in conferencing with teachers on their classroom lessons and developed the use of conferences as a vital part of our ITIP instructional model.

Additionally, we presented a successful workshop on Bloom's Taxonomy.

1982-83

In the fourth year, we continued to train additional staff in two phases of workshops: "Beginning," and "Beyond Beginning." Forty teachers were engaged in one of these two phases while another 15 joined a Reinforcement Theory workshop. For those teachers who had been trained in "Advanced" or "Beginning" sessions offered in the summer of 1982, we presented follow-up sessions. This was the first year we implemented collegial visitations.

1983-84

It should be noted that this year a new curriculum vice principal, Gaynelle Nolf, assumed directorship of the staff development project. During this year, we have offered a full repertoire of workshops including: Beginning, Beyond Beginning, and Advanced. We arranged for teachers to continue collegial work and instituted a mastery videotaping activity for advanced teachers.

STAFF DEVELOPMENT TEAM

Our staff development team has expanded as the project has grown. Initially, the project began with one staff development specialist who worked with the curriculum vice principal. Both individuals had background and training in supervision and evaluation of teachers and held administrative credentials. Today, the team also includes one trainer.

Curriculum Vice Principal Project Responsibilities

The curriculum vice principal directs the staff development project. Specific responsibilities include:

developing short and long range plans
designing and allocating budget expenditures
overseeing the implementation of the project
developing project assessment

Staff Development Specialist Project Responsibilities

The staff development specialist is responsible for the specific planning and implementation of the project. Specific responsibilities include:

planning of activities
organizing workshops, on-site practicums, and mini-sessions
conducting training sessions
conducting follow-up observations of trained teachers
coordinating collegial observations and training teachers to conduct collegial observation
coordinating and organizing mastery tape library
overseeing selection and training of trainers
overseeing responsibilities assigned to trainers
overseeing departmental branches of inservice training
researching and developing new activities for future workshops

Trainer Responsibilities

The trainer assists the staff development specialist in implementing the project. General responsibilities include:

teaching assigned segments within training sessions
conducting on-site observation and follow-up
coordinating collegial observations

THE MODEL:

PREMISES

Bringing about real instructional change within a school is recognizably a very touchy and difficult undertaking. Teachers can react to change with skepticism, outright rejection, or acceptance. Since our goal was to maximize teacher involvement, we were very careful in designing our model. The agents of change, as well as the goals and the method for encouraging program growth, were all key factors we kept in mind as we designed our staff development project.

Currently, we have provided ITIP training at various levels for approximately 90% of the Beaverton High School faculty. We attribute our high rate of success to the three basic premises upon which the project has been built.

Teachers Train Other Teachers

We believe that the change agent must have "teaching" credibility so our staff development specialist and trainer are classroom teachers. We have utilized collegial visitation, and matery tapes made by a variety of outstanding teachers as methods for involving teachers in training teachers.

Teachers are provided with a framework for a decision-making model to assist them in analysis of instruction. In order to bring about lasting instructional improvement, teachers need to have both a conceptual understanding of educational theory and the ability to practically apply that knowledge within their individual classrooms. Therefore, it is meaningless to try to teach teachers a "right" way to teach, but instead they must be able to make educated judgements about their own instruction. They must be able to analyze their own lessons and make decisions on modifications.

Teacher participation in any and all sessions is strictly voluntary. Instructional changes are easier to bring about when people volunteer for training.

TWO PARTS

The basic instructional model we use involves a two-step process which includes training sessions and classroom application.

Training Sessions

Within these sessions, teachers are provided with instruction on the elements of instruction and their applicability within the classroom setting. They develop a knowledge and understanding of the pieces which constitute the instructional act. Then, within a practicum framework, they practice refining their skills of incorporating these elements in actual mini-teaching segments. Peers develop their skills of analysis through labeling and sharing with each other those elements which exist within the lesson and by identifying missing elements.

Classroom Application

The three components of classroom application include:

1. Classroom Practice and Observation - Following training sessions, teachers isolate a focal area to work on refining within their own classroom. The staff development specialist or trainer then observe lessons in which the teacher demonstrates this element, and the observer provides specific feedback to the teacher on this focus. This feedback may be simply reinforcing, it may be instructional, or it may be a combination of these two.

2. Collegial Conferencing - Teachers who have demonstrated skill in working with the decision-making model and have enhanced their skills of self-analysis may be asked to participate in collegial conferencing. Collegial conferencing includes isolating a focal area, observing a peer teaching, labeling the elements within this instructional act, and providing their peer with feedback based upon this observation.

3. Mastery Videotapes - Teachers who demonstrate a high degree of competence in terms of implementation and analysis of the elements of instruction within their classrooms are asked to develop a mastery videotape. Within this videotape, they are asked, again, to isolate a specific element of instruction and then demonstrate the utilization of it in a ten-minute teaching segment. These mastery tapes are then used in future training sessions as examples of specific elements of instruction.

OBJECTIVES FOR ITIP WORKSHOPS

Workshop sessions have been structured as follows:

Beginning ITIP:

- develop the ability to formulate an objective
- develop the ability to teach to a specific objective utilizing the four teacher actions
- develop the ability to apply the principles of learning including anticipatory set, closure, active participation, and motivation

Beyond Beginning ITIP:

- develop the ability to prepare a task analysis
- develop the ability to select an objective at the correct level of difficulty based upon their knowledge of the task analysis and Bloom's Taxonomy
- develop the ability to monitor student behavior and make necessary adjustments
- develop the ability to apply the principles of learning which include reinforcement and retention theory

Advanced ITIP:

- develop skills of application of all Beginning and Beyond Beginning objectives

PROJECT COST

We feel that the cost of the project was minimal compared with the positive results. The costs seem to break down into the following areas:

1. Staff development specialists need preparation and training in the Hunter Model prior to the actual onset of the project. These individuals must have a number of opportunities to observe others deliver the content prior to the time they are actually responsible for a presentation. This may require using on-site consultants as workshop presenters for a period of time. The staff development specialists may then gradually accept the responsibility for presentation of the content. In order to insure that the presentation remain consistent with the work done by Madeline Hunter, consultants should be scheduled to critique the specialists.

2. Another key expense is the format for the actual training sessions. Alternatives include summer training sessions with extended contracts for teachers, release time provided from the classroom for teachers, or after school/night/weekend sessions with teachers volunteering their time.

3. Within the follow-up component of a staff development project, the only actual expense lies in the training of a staff development specialist in clinical supervision. This includes attending necessary course work and receiving feedback on effectiveness from a consultant on a sporadic basis.

Other than this, the follow-up portion of the project is organized, managed, and assessed on a continual basis by the on-site staff development specialist.

ADAPTABILITY TO OTHER SCHOOL SITUATIONS

The Beaverton High School model can be applied in any secondary setting. Key pieces to success of this particular model included support of building administration, responsibility by on-site staff development specialists for training and follow-up, and a general receptiveness on the part of teaching staff to the notion of staff development and improvement of instruction.

As other schools make decisions in relation to organization of a staff development project, the following must be considered: the program must be directly and immediately applicable within the classroom, the program must afford teachers of all skill levels an opportunity for growth and development, the program must have the support of key district personnel, and lastly the program must be allowed the time necessary for growth and development.

PROJECT ASSESSMENT

In May, 1983, we asked the District Evaluation Services Department to conduct an assessment of our ITIP Project. The assessment clarified attitudes and perceptions of teachers about the relationship of the ITIP Project to improvement of their instruction. Only responses of teachers who had participated in the training were measured.

First, teachers felt that workshop presentation had definitely been improved. Teachers surveyed indicated that they felt positive about focusing on an ITIP concept to improve their instructional skills. One teacher stated, "Selecting an ITIP focus utilizes the content in the classroom setting rather than 'talking' about it."

Likewise, teachers consistently felt positive about collegial observations. The majority of teachers surveyed indicated that they felt that collegial work, whether inside their content area or outside, was extremely valuable to them. One teacher wrote, "It would be helpful for me to see positive examples of ITIP from our school. It would provide a source for me to talk to."

Most teachers indicated that they felt positive about participation in future workshops whether they were comprehensive (Beginning or Advanced ITIP) or a "mini-session" format (focus on Bloom's Taxonomy, Reinforcement Theory, or Motivation Theory).

Finally, teachers noted that the services of the staff development specialist were useful to both the school generally and to them personally.

Some general observations gathered from teachers across all curricular areas about ITIP are as follows:

Responses Specific to Workshop Topics:

1. "I check more often on the progress of more kids."
2. "Teachers must strive to keep students on task. Active participation is important in accomplishing this."
3. "I became aware of how little covert activity was taking place. I also realized the importance of accountability in overt participation."
4. ". . . learning to stay on track and save time through better focused objectives."
5. ". . . thinking about and talking about ways to stimulate active student participation, thinking and involvement in each class."
6. "I try to be more conscious of collecting feedback before moving on to next step."
7. ". . . not just any active participation, but relevant."
8. "I have learned how to ask a question such that 'all' kids are thinking about it."

9. "I have really involved students - even when they don't want to be involved and reluctant learning takes place."

10. "I found I spent more time thinking about the first five and last five minutes of the class. It helped me get the class started on task."

TEACHER RESPONSES AS RELATED TO PROGRAM GOALS

We found that specific teacher responses to the training and follow-up components of the project have matched up specifically with the original program goals.

Program Goal 1

Teachers will increase their sense of efficacy by acquiring and applying their competence in the planning and delivery of instruction.

Response

1. ". . . helping me to concentrate on methods I use unconsciously. It gives me structure."
2. ". . . isolating the elements of good instruction and helping me to plan better lessons. I pay more attention to some details and have learned that I do some things well."
3. ". . . making me more aware of some things I do while teaching."
4. ". . . identify 'workable' techniques that help students understand and be accountable. Has helped me organize what I want from kids and how they are to accomplish the objectives."
5. ". . . total class focus on objectives. Efficient and effective teaching."
6. ". . . helping solidify, identify, practice, and be accountable for those really crucial portions of the teaching, learning process."
7. "Specificity in teaching is primary to outcome - I now know the outcome I want and can isolate teaching materials as such."

Program Goal 2

Teachers will increase their sense of efficacy by increasing their skills of the analysis of instruction within their own classroom.

Response

1. ". . . forced attention to the process of learning from the learner's point of view."
2. ". . . providing me with a framework for instruction. If I am having a difficult time with a given section, ITIP gives me a framework to look at for help or sometimes reinforcement."
3. ". . . providing me tools to analyze my own teaching."

4. ". . . giving me the opportunity to see what process I am using in a well explained, simplified manner."

5. ". . . making me more aware of the actual effective teaching procedure. It has allowed me to seek various techniques to involve students and see if learning has taken place."

Program Goal 3

Teachers will increase their sense of efficacy by increasing their skills of the analysis of instruction within their peers' classrooms.

Response

1. "I see both differences in teaching styles related to content and possibilities for cooperation between disciplines."

2. ". . . common vocabulary to share with others."

3. "I recognized teaching as a serious profession, with actual guidelines which can help one improve."

4. ". . . examing my own mistakes in comparison to the ones I was watching."

5. ". . . offering the opportunity for me to work with other teachers in the building and get feedback, share, and learn from them. Teaching is a very alone profession and this offered the opportunity to get some positive reinforcement."